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THE CEA CRITIC

Formerly THE NEWS LETTER of the College English Association

Vol. No. XVIII—No. 4—Published at Springfield, Mass. Editorial Office, University of Massachusetts, Amherst, Mass. April, 1956

WHITHER THE HUMANITIES?

On March 29 CEA was co-sponsor with Case Institute of a one-day symposium on the role of the humanities and social studies in professional and engineering education. "Education for the Professions—What Shall It Be in the Next Ten Years?" was the topic.

More Understanding!

Howard Mumford Jones of Harvard said: "We must not romanticize or overvalue the humanities as a key to culture. It is also unwise to assume that a period marked by great names is inevitably a higher culture.

"I suggest that the principal contribution of the humanist to engineering education at this point is to restore free will to man. The humanist's subjects are the glory and the idiocy of indeterminate human nature . . . the fascinating unpredictibility of our race. His theme is the personal equation."

Prof. Jones advocated "Fewer courses and stronger philosophy, a smaller spread and a greater understanding of the ideology."

Freedom and Variety

Crane Brinton of Harvard also emphasized the role of intellectual training. "The overwhelming central factor we must face is that the student must really want to use his brains in the strange and unnatural process we call thinking, if he is going to approximate those great moral virtues we consider the fruits of a liberal education."

Prof. Brinton said we should spread as good a table of courses before the student as possible, if at the risk that some may want only desserts. "In variety and in freedom there is strength for the strong" he said.

Liberal Arts Not a Technique

A. M. Sullivan of Dun and Bradstreet, Inc., asserted that "the mind trained in the humanities continually asks why, and fulfills no command without an understanding of impulse or purpose."

It is the purpose of the liberal arts to teach a man to think, not to provide techniques. Industry itself should take responsibility for on-the-job training. "Ivy halls should not be factories for streamlining the flow of students to meet requisitions of business and industry."

Other Highlights

Earlier in the day, at a luncheon,

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I BEG TO DISAGREE

. . . Since John Ball's text is available ("The Non-Major Student," Sept. 1955 CEA Critic) I need not quote it; but by way of contrast to his rhetorically personified and opinionated ("hypothetical") argument, I say in honest innocence that I was never unduly aware of a Breed of Cat (ugly phrase, that) in graduate school that regarded itself as Finer Fellows that other Breeds; nor was I subjected to any propaganda for or against literature, scholarship, education, or poetry as against veterinary medicine, architecture, engineering, geography, or business.

I was certainly, unlike Prof. Ball, not impressed by the breadth of interest displayed by students at the Business School, some of whom never ventured into the thin air of Widener. Whether such impressions are valid or not, I am merely trying to disagree as tolerably as I can with the generalizations of Prof. Ball, who, as I read him, is about to replace one select Breed of Cat (liberal arts majors) with another (non-majors).

To proceed one step farther: Do we not have in Prof. Ball's challenging remark that "it is easier to scan Samson Agonistes than to diagnose a sick cow" just the slightest trace of that widespread aversion to learning that pervades our culture and has seeped osmotically into our professions and colleges? As part of our culture we cannot escape the dominant political analogy; we must proscribe by means of—mind you—only a hypothetical argument what is not "liked" or is difficult.

The latent anti-intellectualism of Prof. Ball's position is reflected in his belief that English (but not world literature?) is no longer socially important. Except as a Tool of course in business or industry. We work off our depression as displaced persons by supporting PMLA with heavily footnoted articles written in our genteel scholarly diction that redounds with such phrases as "I submit," "full circle," "butterflies on wheels," and "rich beyond the dreams of avarice."

Meantime we are assured on all sides that "the more alert leaders of business and industry are asking us to develop the student's imagination and human understanding." Certainly we need not quarrel with Professor Earnest ("Drift or Direction in the Humanities?" CEA Symposium, Dec., 1954) because he repeats the formula: but the sincerity of the wailings of even alert businessmen was questioned as lately as two years ago at the CEA Institute at Corning, and Professor Jones' current figures about the proportion of subsidizing in the humanities, natural, and social sciences offer no consolation ("Humanities Research as Creation," CEA Critic, Jan. 1956). Assuming that Professor Earnest's statement has truth in it, we are still faced with a large order, couched in our conventional humanistic generalities that conveniently ignore the means by which "imagination" and "understanding" are developed. The businessman's ideal brings us around in any event to some sort of defense of English literature and its place in developing imagination.

Yielding to vague social pressures about the value of English can only weaken us in our own eyes and those of society. While one can recognize the goal, "the view which incorporates the humane concept of the nature and function of a university," in Professor Ball's words, one need not fall into the heresy of thinking that the non-major "comes to our classes with unselfish motives"; and he will do well if he does more, if he recognizes, in short, as Professor Jones makes plain, that "that which is broad is also flat." In the broad generalities of Ball's attack on an intense scholarship and Professor Earnest's on our professional journals, attacks waged in the name of general education, the humanities, or "courses with interdisciplinary approach" (Ball), one reader reads a flattening of those mental virtues we are seeking, and those that the businessman desires too.

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CEA-I — U. of M. SEMINAR
July 6-8, 1956
at
University of Mass.
Theme: The American Humanities in an Industrial Civilization.
July 6, 8 p.m. Address by Prof. Perry Miller, Harvard University
July 7, Seminar discussions
July 8, Trip: including Sturbridge Village, Deerfield, Cummington, Pittsfield.
Expenses: moderate.
For details: Mrs. Rosemary Messer, CEA Office, Box 472, Amherst, Mass.

Beware The Methodizer

The twentieth century has its "projectors," like those Lemuel Gulliver saw when he visited the Academy of Projectors in Balnibari, and it is about time we teachers of humanities took a stand against them. If we do not, we will soon become so hedged in by teaching "methods," "skills," and "techniques" that we will lose not only our freedom to teach as we think best but also our right to teach what we think best. The kind of stand I propose now is merely a clarification of the issue so that we can meet the pressure of the "methodizers" with our eyes open.

Only One Method

The "teaching method" as often propounded can be insidious. In many of the "experiments" in methods now taking place throughout the country, the ultimate aim seems to be regimentation of the faculty according to the doctrine of the "educators" in power. If the experiment "proves" that the group discussion method is better than lecturing or the Socratic method, then lecturing and questioning will become taboo throughout the department or college and the discussion method will be actually, if not openly, forced upon all the teachers without regard for their individual abilities or preferences.

Besides ignoring the individual teacher, this procedure also disregards the individual student. Supposing the group method is proved to be the best for the majority of students (although it's probably impossible to prove any such thing even if we could agree upon what is best), there are some who learn more from certain teachers through the lecture. I know, for I was one of them. But we are forced to overlook the minority, under the tyr-

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The Eleventh National Conference on Higher Education, March 5-7, Chicago

It is now a common assumption that the next two decades will witness a great increase in college enrollments throughout the country.

When a similar expansion occurred in the high schools, some areas of high school education appear to have deteriorated, especially those with which teachers of English are primarily concerned.

At the recent Conference on Higher Education in Chicago these assumptions were apparently in every one's mind. The general problem of the meeting, therefore, was this: How is higher education to expand without sacrifice of standards?

Two general lines of thought seem to have currency among those who trouble themselves about this problem:

One line of thought arises from the hope that perhaps the problem can be "organized" down to a manageable size. From this line of thought emerge suggestions of staffs of professional assistants attached to master teachers, of "audio-visual" devices, of employing student talents, and of elaborate systems for counseling.

A second line of thought arises from the belief that higher education has no principle and no pattern that is not based directly on individual human quality and therefore is not amenable to elaborate organizational methods. From this attitude come suggestions to raise standards, tighten belts, and work hard.

These two points of view are essentially different. They cannot be reconciled in theory, and in practice they point to different courses of action. To some extent the Conference defined them, but it did not resolve them.

A hint as to the kind of resolution that may ultimately be expected was provided in a key address by Mr. William Benton, President and Publisher of **Encyclopaedia Britannica**. Mr. Benton reported from first-hand observation on current educational practices in Russia, where engineers, scientists, and technicians are being trained in such numbers that they are available for export — and at a time when American institutions are failing to train enough men of this kind even for our own requirements.

Mr. Benton's statistics are startling, and frightening. They will be, and they deserve to be, influential. They seem to imply that the dominant tendency in American higher education during the next several years will be an increasingly rigid organization of resources, both material and human, to produce scientific manpower.

Henry Sams
University of Chicago

Jibberings of an Old Ghost

Dear Editor:

I have great respect for Burges Johnson and don't like to take issue with him; nor am I opposed to spelling reform; but it seems to me that in "Jibberings of an Old Ghost" (CEA Critic, January, 1956) he confuses the issue by making no distinction between simplified spelling and sloppy spelling.

We are after all concerned with teaching our students to communicate information and ideas clearly and unmistakably; to this end we may (1) teach them simplified spelling, with the understanding that it is not generally accepted and accordingly involves social and economic risks; or (2) teach them conventional spelling—a task that is not impossible, since many people do learn to spell in college; or (3) advise them, college graduates though they be, to dictate and not risk writing at all. By any of these methods—but not by condoning bad spelling—we could enable them to have more control than they now have over what they say and how they say it.

The difference between simplified spelling and sloppy spelling is that in the first case the writer knows what he is doing and in the second he doesn't. A Bernard Shaw who writes "tonite" on purpose is not to be compared with a college student who writes it out of ignorance, with no notion of the effect it may have on the reader, or who writes "churn" for "children" because he is spelling phonetically and "where" for "were" because he just doesn't care.

Sloppy spelling is usually an aspect of sloppy thinking. Mr. Johnson's bright student who couldn't spell was a rare exception; in most cases, Mr. Johnson must know as well as anybody, students who spell poorly also write incoherently and speak like slobs. To cite an exception is not to demonstrate the unimportance of spelling.

As for orthography's being largely a matter of fashion and "good literary manners," Mr. Johnson is correct— that is, he agrees with me. In support of our position he might have cited not only William Graham Sumner but Thorstein Veblen, who in **The Theory of the Leisure Class** (Modern Library edition, pp. 45-46, 398-400) includes correct spelling and grammar, good diction, etc., among the indispensable requirements of 'good social repute, and William James, who in his **Principles of Psychology** (I, 121-122; II, 370-371) and in his **Letters** (I, 214; II, 40-44) reaches the same conclusion from radically different premises.

The snob value of good English is a point I have found more helpful than any other for arousing in students that will to learn which makes them teach themselves. And though in general we should be careful of the means we use, since the means influence the end, in this case I think there is no valid reason to shun the appeal to snobbery.

George Orwell, in "Raffles and Miss Blandish," observes that as checks on our behavior snobbery and hypocrisy have a social value that is much underestimated. I think it might even help their English if students were required to dress properly and sit up straight. Or am I just being stuffy?

J. Mitchell Morse
Pennsylvania State University

Dear Editor:

You invite me to comment upon Professor Morse's comments upon my jibberings about spelling, even though by so doing I take up more space in your columns than is my right. After reading his letter more than once I cannot find that we are far apart in our views; though I must take issue with his injection of "sloppiness" into the argument. I was of course discussing those instances of individuals who for some mysterious reason are unable to spell correctly (as,

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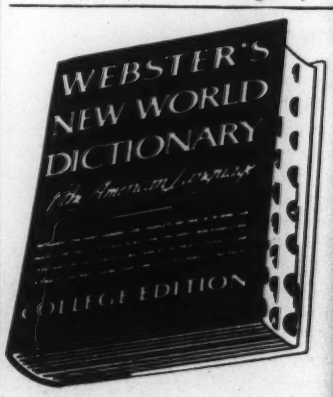

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for instance, that university dean, and that former student of mine) and also those who deliberately choose to simplify the spelling of a word. Mr. Morse apparently condones Shaw's "tonite", and I assume that he might approve Kipling's decision to sacrifice correct grammar for the sake of correct rhyming, - "The tumult and the shouting dies."

Apparently he agrees with me that good spelling is nothing but good manners, and he urges that we make this clear to students who, generally speaking, want to be mannerly; or at least they want to know how to be mannerly when they are in good company. Of course we are in full agreement as to that.

So what we really need to do is to define good manners, and to discuss why it is that the good manners of one era are bad manners in another; also whether or not we can deliberately revise our mores and make a bad manner into a good one. I noticed a sign in the elevator of a fashionable southern hotel which read: "This elevator is a part of the lobby of this hotel and gentlemen need not remove their hats when entering it." What ought we to do about it if that hotel should engrave in small letters upon its stationery "Guests of this hotel are invited to spell the fourth day of the week Wensday"?

What would happen if the Directors of CEA should invite all members of the association to spell phonetically for the remainder of the year all words ending in ough? Probably it would tear CEA to pieces! But even if that should happen, I contend that our association would not have lived or died in vain.

Yours pugnaciously,
Burges Johnson

I Beg To Disagree

(Continued From Page 1)

Our dilemma is a real one. How can we be of service to society at its best—I rule out teaching Communication Skills or even Business English to the Tool-users only—without renouncing the very substance of the hard mental training that makes us able to serve? Carping at the limitations of PLMA and deprecating either the motivation or intelligence of the English major do not strike me as adequate solutions to our plight. Speaking for myself I intend as long as I can to continue reading English literature in full confidence that its values are the perdurable ones; and I hope that this attitude is brave, not stubborn.

Paul Odell Clark
Hillyer College

EXERCISES IN LITERARY UNDERSTANDING

The following "exercise," on Melville's Benito Cereno, is the sixth of a series prepared by John Butler of Amherst College. The exercise is designed to be given to the student after he has finished the story, and probably after one or two exploratory class discussions. The student's paper in answer to the exercise should be from 500 to 750 words (though advanced students might easily write more: the exercise is primarily for an introductory course in literature, for freshmen or sophomores). Four hours is about the right length of time for a student to do the exercise.

I

Select a passage from the first part of the story (3-73, Rinehart Edition) in which Delano summarizes his position in the narrative by raising several questions that are in his mind at this time.

1. What events does he refer to? Summarize briefly in your own words.

2. Specifically, what questions does he raise?

3. What questions do you, as a reader, raise at this point in the story?

4. What is the relation between Delano and the reader here? Is there any difference between Delano's reception of the action (as expressed in his questions) and the reader's reception? Is there any difference between the "meaning" of the action of Delano and the meaning to the reader?

II

Select a passage from the second section of the story (73-88) which describes a situation in which Cereno was faced with more than one possible course of action.

1. Describe in your own words Cereno's situation as he sees it. In his view, what courses are open to him? What does he decide to do?

2. Now describe Cereno's situation as you see it, as a reader. Is there any difference between his view and your view of his choices and of the soundness of his decision?

3. What, then, is the relation between Cereno and the reader at this stage? Is there any difference between the "meaning" of the action to him and the meaning to the reader?

III

Reread the last section of the story (88-91), noticing carefully the attitudes expressed toward Cereno's and Delano's experience.

1. What attitude does Cereno finally take toward the whole experience presented in the story? How is this attitude expressed? What do you say the experience means to him?

2. What attitude does Delano finally take? What do you say the experience means to him?

3. What attitude do you, as a reader, take toward the whole experience? What, that is, does the experience "mean" to you? Answer specifically and as fully as possible. In answering, take two or three incidents from the first two sections of the story, or some incidents and a character or two, and show how what they finally "mean" to you is similar to or different from what they finally mean to Cereno and to Delano.

IV

Now write two or three paragraphs in which you draw a conclusion about the position of the reader in a story such as this one. In the reader's final view of the meaning of the story, in the final attitude he takes toward the presented experience, does he identify himself with a character in the story? If so, how does he select the character? If not, where does he get his "meaning"?

Suggested Answers

1. Delano pauses and lists a series of questions at a good many places in the story, any one of which will do for the exercise. (Just glancing through the pages, I see him doing this at the top of p. 31, in the middle of 38, in the middle of 43, and in the middle of 64.) The reaer, it seems to me, raises the same questions as Delano, because he knows no more than Delano does at this point. That is what I mean when I say he "sympathizes" with Delano, or "identifies himself" with Delano. He cannot locate "larger" meanings yet, because he does not know enough. He can not, for example, equate Babo and Evil, for he does not know that Babo is anything more than a faithful servant.

II. This is very much like I. above in that the reader's view of Cereno's situation corresponds more or less exactly with Cereno's view. On p. 76, for example, Cereno is faced with some choices (obeying the mutineers or being killed and having all of the white men killed too), and the courses of action that he sees open to himself are the same courses that the reader sees, and the reader says to himself that he would act as Delano has acted in the same situation. Or on p. 88, Cereno is again faced with more than one possible course of action, and his situation as he sees it is the same as his situation as the reader sees it: Co-operate or be killed along with Delano. Again the reader knows no more than the character who tells the story, and the "meaning" of the action is the same for the reader and Cereno.

III and IV Cereno's final attitude is one of horror; the experience has shattered him. He expresses this attitude both in his dialogue and in his actions, as when he refuses to look at Babo, and, when he is made to look at him, as he faints. Delano's view is more optimistic. Many students, I'm afraid, will (on a first reading) fail to see the shortcomings of Delano, the

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shallowness, and will be inclined to agree with him when he asks, "Why moralize?" And they will be tempted to reject immediately Cereno's dark view. But surely if Cereno's view is too dark, Delano's is much too bright, and the more thoughtful reader sees the two characters as more complex than either one of them sees the other; and his final evaluation of the narrative is more complex than either of theirs.

In the student's articulation of his own final view as a reader (III), he will presumably embody much of what has been said in class discussion about the symbolism of the story. I am assuming that at least some class time will have been spent in discussing "larger meanings"; if not, if the student is completely on his own. his findings on larger meaings will be more tentative and incomplete. but I myself do not regard this possibility as unfortunate. Students who have looked carefully at the story, on their own, even if their success in analyzing the story is very partial, are in a better position to profit by later class discussion of what they have missed, in a better position to follow the teacher and other students as they uncover and explain the "symbolism." (Stanley T. Williams' article, "Melville's 'Benito Cereno,'" **Virginia Quarterly Review**, Winter, 1947, I have found very helpful in suggesting possible ways to interpret the story. It seems to me, incidentally, that though this is a good article for the teacher, it is not a good one for the student; that is, the student should not read this kind of critique until he has tried hard to interpret the story for himself, with or without the help of the teacher, if he is interested in becoming a better reader.)

At any rate, it should be evident to the student (in III and IV) that the symbolism is something which he is eventually able to see, but which Delano does not see, and which Cerano does not presumably see in quite the same way, and not so extensively. The reader, for example, can see Cereno himself as a symbol, something which Cereno does not do. This exercise should help make clear the usual position of a good reader reading a good piece of literature: he does not find a "spokesman" for the author, and identify himself with that spokesman, as most beginning students do, and think they are "supposed" to do. That bad reading habit is a difficult one for many students to break, and no single exercise will break it for them, but this paper should contribute its bit.

Question IV is a hard one. What does invite us to look for larger meanings, to dissociate ourselves from the two main characters? Cereno's remarks in the last section certainly help. When we are tempted to accept Delano's optimistic view, "The past is passed . . . Forget it," Cereno says that if we do this we are "not human." But Cereno can see himself only as doomed ("they waft me to my tomb"), and we resist a view as dark as that. Thus our position as a reader is not identical with the position of either central character.

What, then, leads us to reconsider the "meaning" of the narrative, to look for larger meanings? I can give no complete answer. But if, at the end of the story, we are unable to find our own view of the narrative, or at least an acceptable view, expressed for us somewhere on the page, it is clear that we must put the story together in our own terms if it is to be put together in our minds at all. (We do not want to forget it, as that is "not human." And we do not want to leave it not put-together, because of our desire for order.) Some of the statements in the last section of the story give us a hint that the story should be put together as symbolic. When Delano inquires, "What has cast such a shadow upon you?", the answer Cereno makes, "The negro," is provocative in a very particular way. Yvor Winters says that Cereno's reply "in Spanish would have signified not only the negro, or black man, but blackness, and by extension the basic evil in human nature." (Maule's Curse, p. 77) We could argue that Cereno's reply is in English, not Spanish, but all the same it is probably safe to say that for most readers the "felt response" to Cereno's answer is very much in the direction that Mr. Winters indicates, and the mataphorical framing of the question ("What has cast such a shadow upon you?") no doubt contributes to our feeling this way. At the very least, we read "The negro" not simply as "Babo," but as "Babo and everything that he stands for." What, we then ask, does he "stand for"? And we are off, looking for larger meanings.

We are invited to look for larger meanings by the metaphors in the first section of the story, by the constant comparisons that are made, and the student will probably be able to say something about this. If the student has thought about "form" at all, he may be able to talk about the three-part form here, of the movement from (a) the innocent man's account of what appears to be happening, to (b) the shattered man's account of what was "really" happening, to (c) the more philosophic speculations and questions in the third part. The movement of these parts, then, is an "invitation" to the reader, is it not?

REPORT OF THE CEA COMMITTEE ON PUBLICATIONS

The CEA Committee on Publications has reviewed some of the problems of CEA in its publications program.

Of most concern has been the question whether **The CEA Critic** should continue somewhat in its present form or be altered in some way. The Committee members have divided rather sharply into two groups: one group favors the retention of the **Critic** pretty much in its present form but with attention to format and contents; the other group would prefer to see the Critic supplanted by a Quarterly Magazine in which full-bodied discussions of teaching problems, literary criticism, linguistic theories, educational trends, and similar materials might be presented. Possibly this is a matter which might be the subject for a discussion by the entire membership. In general, however, those who favor the magazine wish to see, first, a clarification of the financial and editorial problems before a decision is made.

The policy of printing chapbooks as supplements to the **Critic** seems to have general favor; however, those who prefer a Quarterly Magazine would like to see the best of the chapbooks incorporated in the magazine.

The undertaking of a CEA Monograph series seems, in general, to be deemed unwise by the members of the Committee who have discussed this matter.

The CEA Committee on Publications believes that further discussion of the proposal to establish a CEA Quarterly Magazine is indicated. Toward this end the Committee recommends that the Committee be continued for 1956 and be instructed to investigate this topic, especially as it relates to the continuance or alteration of the **CEA Critis.**

Ellsworth Barnard (Bowdoin College); John Ciardi (Rutgers Univ.); Lee E. Holt, (Am. Int'l College); Joseph Jones (U of Texas); Norman Holmes Pearson (Yale U); William Watt (Lafayette College); George Wykoff (Purdue U); Harry R. Warfel (U of Florida) Chm.

Whither The

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Fred M. Hechinger of the New York **Herald Tribune** had said that specialization and general education could not be separated. While specialized skills are important, young men and women "ought to know which way is up and down in the history of mankind, in the sense or nonsense of civilization."

A morning panel was chaired by Robert L. Shurter of Case. Speakers were William F. Ogburn of the Univ. of Chicago, Ralph M. Besse of the Cleveland Electric Illuminating Co., and Stringfellow Barr, former president of St. John's. Max Goldberg was chairman of the afternoon session at which Prof. Jones, Prof. Brinton, and Mr. Sullivan spoke.

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Report Of The CEA Committee On Research And Grants
December 12, 1955

At a meeting of officers of CEA at Amherest in June 1955 the concerns of the Association with research and grants were discussed A summary of the conversation appeared as follows in minutes prepared by Lee Holt: "it was felt that CEA should not spread itself too thin by seeking research projects, but should give help to members who come to seek it."

Members of the Committee on Research and Grants agree in general with this summary statement. However, they hope that individuals will develop interests in special studies or programs designed (1) to improve classroom teaching, (2) to catalogue and improve the range of avilable classroom aids (maps, slides, films, recordings, etc), (3) to encourage creative work by both students and faculty members, and (4) to survey the role of English teachers in the current academic scene.

Not only in these special subjects, but in all areas of interest germane to humanistic study, the Committee will be glad to give all possible assistance to members who apply to it.

Gordon Keith Chalmers; Levette J. Davidson; Robert T. Fitzhugh; Ernest E. Leisy; T. M. Pearce; Russell Noyes; Henry W. Sams, Chairman; Lionel Stevenson; William L. Werner.

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TEACHER EDUCATION IN MICHIGAN

The officers of the Michigan College English Association commit the Association to the following position concerning the proposed revision of the Teachers' Certification Code: 1. The purpose that has motivated the proposed revision of the Code is a worthy one: the preparation of better qualified teachers for the public schools. 2. Certain general provisions of the proposed revision will thwart the purpose of preparing better qualified teachers.

We point specifically to the following stipulations of the proposed revision as hindering the one main purpose of a certification code: 1. Chapter I, Section IC. The "understandings and competencies" to be gained from the requirement of not less than 40 semester hours of credit in "General and/or Liberal Education" tend to be restrictive and discretionary at the same time. Such a requirement deprives the individual college of the liberty to develop the program that it thinks best. It threatens course definitions with a fuzziness that could lead to pretensions and self-delusions with a concomitant loss of exactness and discipline.

2. Chapter I, Section IIB2. The requirement of "a minimum of 30 semester hours in a broad area of concentration" is inadequate "Broad area of concentration" is a contradiction of terms. Thirty hours divided among two or more subjects is insufficient for providing a teacher with the knowledge that he needs. There is no room in an undergraduate course for the "broadening" of "specialization."

3. Chapter I, Section IIB3. The increase to 30 semester hours of required professional education is made at the expense of subject matter study essential to a good teacher.

We commend the State Board of Education for undertaking a study of means to improve the training of teachers. At the same time we are opposed to the proposed revisions as they now stand. We urge that further study, in which careful consideration is given to college educators throughout the state, be made. We request that no revisions be adopted without endorsement of the colleges that are engaged in that training of teachers.

James Newcomer, President
Michigan College English Assoc.

Writing Useful Reports by Robert E. Tuttle and C. A. Brown was published in January by Appleton-Century-Crofts.

Preliminary Report On The Pennsylvania CEA-I Survey Of Arts Graduates And Industry

The CEA-Industry Institute, in exploring the opportunities for arts men in industry, is concerned with about one quarter of the male arts graduates, almost certainly with not more than one third of them. This is the conclusion arrived at by a study of the replies to a questionnaire sent last December to those colleges and universities of Pennsylvania which graduate male arts students. The study was made jointly by the Pennsylvania CEA-I and the Pennsylvania Association of Colleges and Universities through its executive secretary, Howard R. Reidenbaugh.

The conclusion is a preliminary one, for all concerned recognize that the sample is relatively small and geographically limited, and that the questionnaire can be improved. Neverthless, the results give us a better picture than we had before of the male liberal arts graduate's interest in and initial experience with industry.

The questionnaire is being redesigned and the assistance of the same group of colleges and universities will be invited in collecting data on the male arts students of the class of 1956. Meanwhile, the information collected by the first questionnaire, though indicative rather than definitive, is presented for two reasons; first, because it may be of some use in the absence of better data, and scond, because it may stimulate others elsewhere to further examination of the questions raised.

The questions for which answers were sought were these: (1) What were the post-graduation plans of the male arts graduates of the class of '55 in Pennsylvania? (2) How did the arts graduates who went into industry or business find their jobs? (3) How much interest was shown by recruiting companies in arts graduates, and is this interest increasing or decreasing?

Information was requested only about male arts graduates, because the officers of the Pennsylvania CEA-I and their consultants came to the conclusion that the situation is so different for women arts graduates and for men that no questionnaire which did not distinguish between them would be significant.

Table 1 summarizes the information available on post-graduation plans of 1350 male arts graduates from 23 colleges and universities in the State of Pennsylvania.

Table 1
Post-Graduation Plans of Male Arts Graduates

	Taking Jobs		Grad or		Other	
	Ind Bus	Other	Prof Schools	Armed Service	Activ-ities	Un-known
Total for all colleges	283	114	472	223	30	228
Range of percentages for all colleges	0-46	0-43	0-70	0-36	0-50	0-48
Mean percent.	22	08	35	17	01	17
Median percent.	22	07	32	17	00	09

Slightly more than one third (35%) of the male arts seniors planned to continue their education in graduate or professional schools. Slightly less than one third (31%) planned to go to work, the larger part (22%) in industry or business, the smaller part (8%) in other occupations, principally teaching. Less than one fifth (17%) expected to enter the armed services on graduation, and the activities of an identical percentage were unknown. Perhaps a portion of the 17 percent whose post-graduation activity was unknown also hoped to go into business or industry, but probably not all had these hopes.

If the group of institutions reporting is representative, all this means that only about one of every four males graduating in the liberal arts clearly plans to go into industry.

How the arts graduates who were known to have gone into industry or business found their jobs is summarized in Table 2.

Table 2
Job-Seeking Experiences of Arts Seniors
(All data in percentages)

Arts Seniors Taking Job Interviews	36
Getting Jobs Through Interviews	
% of All Arts Seniors	17
% of Those Taking Interviews	48
Finding Own Jobs	
% of All Arts Seniors	07
% of Arts Seniors Taking Jobs	28

Just over one third of all male arts seniors took job interviews and

(Continued From Page 5)

nearly one half of them were successful. This group constituted nearly three quarters of all arts seniors known to have taken jobs in industry, leaving 28 percent, or just more than one quarter who found their own jobs. Since some of these undoubtedly were men who did not have to hunt a place - e.g. were going into family businesses - it appears that the male arts graduate who wants a job has a better chance of finding it through a placement service than by seeking on his own. Some portion, however, of those whose activities were unknown may have sought out and secured their own positions.

The extent of interest which interviewing companies showed in arts students is shown in Table 3.

Table 3
Interest of Interviewing Companies in Arts Students
(21 institutions reporting)

	Range of Numbers	Mean	Med.
Companies Conducting Interviews	4-391	65	21
Companies Interviewing Arts Students	2-161	28	15
Percentage of Companies Interviewing Arts Students	10-100	55	11

Since a number of the reporting colleges graduated only liberal arts students, the mean percentage of companies interviewing arts students is relatively high; in fact 6 of the 23 institutions reported that 100 percent of the recruiters interviewed arts students. Even with this bias in favor of the companies interviewing arts students, it is significant that from two or three times as many recruiters, interviewed non-arts students as arts students at most of the institutions reporting, and that at some institutions the percentage of talent scouts interested in arts seniors was as low as one in ten.

Nevertheless, 83 percent of the placement officers reported an increased interest in arts men, some placement officers noting that the increase was marked. Seventeen percent felt that there has been no change in interest, but none reported any decrease.

One is tempted to theorize, or at least speculate, on the basis of these data. However, it is the feeling of those most closely connected with the survey that it is better merely to report at this stage and to use the experience of the survey in planning a more effective one to be based on the experiences of the male arts graduates in the class of 1956. The questionnaire has been revised and plans are being made to enlist the support of the same group of colleges covered in the first survey. It is hoped that by getting the questionnaires out well in advance of graduation it may be possible for placement officers to prepare their records, or to break down their own data, in a way that will give a larger and more reliable basis for drawing conclusions.

The writer of this report cannot resist, however, the temptation to make one subjective observation based in part on the survey and in part on his experiences with arts students with all kinds of majors and with all levels from pre-freshmen to near graduates. There is full evidence that young men and their parents are more widely and more firmly convinced of two things: first, that it is increasingly important for the specialist to broaden his undergraduate education by the inclusion of as much liberal arts as possible, and second, that it is possible and reasonable for a young man who finds his greatest interest in the arts, but who plans upon graduation to enter industry, to move confidently through a four-year arts program as a direct rather than an indirect preparation for success in industry.

Glenn Christensen
College of Arts and Science
Lehigh University

CCCC WORKSHOP REPORT

Fifty members of a workshop group at the Conference in College Composition and Communication meeting in New York on March 23 (the New York CEA was a co-sponsor of this meeting) passed the following resolutions unanimously:

Experience fully demonstrates that:

1. Superior teaching of composition skills and satisfactory achievement in writing and reading skills by students is possible only in classes of twenty or less;

2. The teaching of reading and writing is likely to deteriorate in proportion as sections are larger than 20;

3. For both teaching and learning effectiveness, no teacher should have a composition load in excess of sixty students;

4. If reasonable standards are to be maintained or achieved, the above criteria can not be compromised.

PERSON TO PERSON

Each **homo** deserving of his **sapiens** acts as a human being, helping another, by sheer enjoying him, to want to help still another in the same way. Such activity, chain re-acting, is all that we mean by civilization. And though we have never before known civilization on a world scale, soon children will discover that everyone enjoys everyone else here. The alternative —total destruction— is fruitless to expect, though equally possible. As always, any teacher's object remains to put the individual student in position to discover for himself the pleasure of being human in deliberate spite of all pains, medicable and otherwise.

In this period of history, the American college English teacher is in a position of great influence. His political heritage, despite lapses, in the main implies welcome to civilization on a world scale. His international literary heritage, closely related to his political conviction, is a major enjoyment helping him enjoy others who, in the experience, discover their own humanity.

Person to person. What English teacher does not remember at least one teacher who helped him find pleasure in mankind? The discovery was so closely associated with literature that he has associated himself with the field ever since. So he knows how the lines are kept open.

Shakespeare remains instructive because his pleasure in man was so great that the shifty language and every apparent obstacle—such as "Man delights not me"— has never obscured it. But it got communicated to the teacher simply and only because he had had in real life some personal experience of pleasure in man: as, say, a teacher who enjoyed what he got in the way of a student. Only then was it that the Bard, triumphant over every difficulty and scholarly accretion, communicated his pleasure.

The teacher needed that teacher. And civilization remains human beings. The lines continue to open and will stay open; if Homer—even in translation—can't be spared, neither can the college English teacher's student—even in Engineering, even in Physical Education, even in R. O. T. C.

Robert G. Tucker
University of Massachusetts

"Law, Freedom, and Liberal Education," a CEA Institute address by Sol Linowitz, was published in **College and University** for October, 1955. Mr. Linowitz writes that he has had extremely gratifying responses to the publication of his speech and some suggestions that one or two universities might experiment with the course in the American Constitution which he proposed.

Permission has been granted to the American Council on Education to quote from Wilson Compton's "Is Liberal Education Over-Selling Itself? And Is Industry Buying It Too Fast?" issued as a CEA supplement, September, 1954, in a publication entitled **Background for a National Scholarship Policy.**

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BEWARE THE METHODIZER

(Continued From Page 1)

anny of the methodizers.

Furthermore, when a favorite method is put forth, the emphasis is usually upon everything but the matter to be taught. Students learned, according to a recent "experiment," to be "happy, relaxed and pleasant in their relations with each other. They became friendly, and developed a healthy cooperative competition . . . Students reported feeling 'accepted'; they had no fear of being embarrassed if they made mistakes." In the end the result will be that the student decides what and how he is to be taught. The teacher, who is supposed to be something of an authority, will be overruled by the students, who have little idea of what they want and none of what they need.

Freedom Is Essential

The important thing is simply that education is a matter of the reaction between an individual student and an individual teacher.

It seems banal to iterate that all teachers, good or poor, are different, and all students are different. One student may learn most from his professor by talking to him after class, while others don't. The same student may learn best from another professor by being questioned. Some teachers may be inspiring as lecturers and incompetent as questioners. And so on. It is essential for the teacher to be free to use the method (or methods) that he can use most effectively.

The variety in the approaches of teachers to their subject matter and to their students is one of the greatest values of education in a free country. When we speak of academic freedom, we should think of freedom of method as well as of speech. All other things being equal, the best college is perhaps the one that has the greatest diversity among its faculty, for there the student has the best chance of being inspired in the right direction by at least one of his teachers. At any rate, it is obvious that the best teachers do not all use one method of teaching, nor could they possibly be so successful if forced to use one that was effective for someone else but that did not suit them. There is no universally best method of teaching.

We trust that professore are chosen as far as possible not only for their knowledge of subject matter but for their sincere and intelligent interest in teaching. It is for them to decide then how they will go about it. By all means, they should be expected to comprehend new methods and devices that are being developed, and they should be encourage to experiment individually for their own improvement. After that they should be left alone.

Who Is To Judge?

For who can better judge their success than themselves? who is qualified, for example, to tell an English teacher, chosen for his knowledge, intelligence, and conscientiousness, that he is not achieving the proper results? Not the administrator, who makes little pretension of knowing what the aims and purposes of the individual teacher are. Not the "education" teacher, who perhaps cannot even speak respectable English. Not the student: I recently heard a gentleman who paid a great deal to learn to speak Tibetan, and was highly pleased with the results—until he got to Tibet and found that he had a fluent command of Hungarian. Not even another English teacher, for his aims may be equally good or bad but considerably different.

If the teacher can inspire a dozen students in a year to think seriously about the real relationship between a subject and a verb, who knows but that he is performing a greater service than most of us? If he is qualified for his position, we must trust him to exploit his own and his students' capabilities as seems best from his authoritative standpoint.

James C. Austin
Yankton College

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CEAers Here And There

Harry T. Moore spoke at the Dec. meeting of the Poetry Society of America in New York City. His subject: D. H. Lawrence as poet. Among other things, he said that "Most of the poems of D. H. Lawrence are a mixture of incantation and conversation. And they have about them an air of impromptu. We have to take them for what they are, and find in them what good we can. The purely analytical approach is too mechanical here for comfort or for real benefit . . . On the other hand, impressionism has its temptations, for many of the poems have the tone which we usually think of as impressionistic."

Cornelia Otis Skinner appeared on the same program in a series of poetry readings. Among the poems she read and discussed was "As if with Angels" by Arnold Kenseth of Amherst, Mass.

On Feb. 12 Edward Davison and John Ciardi discussed Tennyson's Idylls of the King on Lyman Bryson's "Invitation to Learning" radio program. Ciardi criticized Tennyson for his too great seriousness regarding himself and his work. Edward Davison and Lyman Bryson defended Tennyson on the grounds that he spoke to his age and was more successful in reaching his audience than most modern poets have been.

A Pamphlet by Edward Davison, "The Line of Caponsacchi," has recently been published by the Institute for Religious and Social Studies in a series entitled Great Moral Dilemmas. In his discussion, Davison sees Caponsacchi as a man who was not afraid to "stick his neck out," a challenge to the spirit of "safety first" of our own age.

In the Swarthmore Alumni Bulletin for Feb. there is a picture of Bruce Dearing with the caption "Youngest CEA President." The accompanying note says "He has previously served as President of the Pennsylvania affiliate, as Director, and as Vice President of the Association. At 38 he is the youngest President in CEA's seventeen-year history as an association of literary scholars in their capacity as teachers."

The Domain Of The Faculty in Our Expanding Colleges by John S. Diekhoff is scheduled for Spring publication by Harper & Brothers. One chapter includes the article called "Father and Son" which appeared in the CEA Critic for February, 1955.

The Domain Of The Faculty deals with such topics as the relationship between the college teacher and his student, the necessity to view college teaching as a cooperative activity, the professional preparation of college faculty members, and the conditions of faculty employment necessary to faculty morale. Four of its eleven chapters deal with the special problems of evening colleges for adult students.

Members of the CEA know Mr. Diekhoff for his work on Milton and for his participation in meetings of the CEA Institute.

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Roving Ambassador

On March 15 Donald Lloyd, Wayne, CEA Director, spoke to a newly forming Mississippi Association of English Teachers meeting in Jackson, Miss. At the meeting the group of elementary, secondary, and college English teachers adopted a charter and elected Patrick Hogan president. Hogan is this year's president of the South Central CEA.

In his speech, Donald Lloyd urged that college English teachers take a more scholarly approach to the teaching of composition and make the composition course a model for secondary school teachers to draw from, thus having the flow of ideas run from the colleges downwards, rather than the reverse.

The same afternoon, Donald Lloyd addressed the College English section of the Mississippi Education Association, also meeting in Jackson. His topic was "The English Major in Business." He defined the English major as the "communicator," a person disciplined in the use of language as others are not, and thus valuable in industry if he wants to be there. The discovery of the fact that industry wants men with language skill introduces another way of attracting young people who would like to major in English but are also concerned with earning a good salary.

Prof. Lloyd outlined the development of the Institute idea in the CEA and talked about its role in maintaining a continuing cooperation between the community and the field of English. He emphasized the grassroots nature of the movement and the importance of continual contacts between individual local English teachers and representatives of business, industry, and labor.

On March 17 Don was in Texas to attend the Texas CEA meeting at the Univ. of Texas, Austin. Allan H. MacClaine of Texas Christian Univ. was elected secretary and Walter W. Christiansen, Texas Lutheran College, president for the coming year. Prof. Walters of Texas Univ. spoke on what science and industry expect of English teachers; he felt that they have learned not to expect much. He discussed the ASEE Humanistic Core program and the field of technical writing.

Donald Lloyd discussed teaching of composition with this group also. Work in this field, he maintained, which is not based on a thorough knowledge of the language is built on sand. He also reviewed the work of the CEA Institute.

New Publishing Service

John Ciardi is administrator for Bookman Associates of a new Bookman Monograph Series for Modern Language Studies. The Series will undertake the publication of scholarly and specialized studies in editions of five hundred or more copies in the field of American, English, and Comparative literature. The cost will be six dollars and seventy-five cents a page. A prospectus setting forth the operation of the new program can be obtained from Bookman Associates, 31 Union Square West, New York 3.

Twayne Press, under Ciardi's executive editorship, has also undertaken a program of College Press publication, with the idea that an already organized publishing house can serve as an effective and economic agent for producing worthwhile books for the smaller educational institutions which could hardly afford to maintain presses of their own. Several colleges and universities, including Swarthmore and Kansas City, have already taken advantage of this plan to create their own presses.

The Northwestern Univ. Press is publishing **A Census of Finnegans Wake** by Adaline Glasheen, the well-known Joyce expert. The price upon publication will be $5.00, before publication $4.00. The Census will contain an introduction to the novel; a chapter-by-chapter synopsis; and a table of "Who Is Who When Everybody Is Somebody Else."

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Harcourt, Brace and Co. has published Donald A. Sears' **Harbrace Guide to the Library and the Research Paper** which sells for $1.00.

A Pendle Hill pamphlet "Blake's Four-Fold Vision" by Harold C. Goddard, formerly head of the Swarthmore College Dept. of English, and author of **The Meaning of Shakespeare** can be obtained for thirty-five cents from Pendle Hill, Wallingford, Penn.

Watch the game of the self-exhorter
Who with solipsistical supporter
Builds with straw which he thinks mortar.
And then with elliptical allusions
Obfuscates his circular confusions
Self-ostracizer by his own exclusions.

Philip Allan Friedman
Wayne University

April 1956

Dear Professor,

You will be pleased to hear that Karl M. Murphy's MODERN BUSINESS LETTERS is scheduled for publication this spring. It is a brief and effective presentation of the form, style, and psychology of the business letter.

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